

Explanation of Mastery Grades for Years 7 – 10:

For greater detail see the individual rubrics. In Years 8, 9 & 10 scientific and English will not be reported, as they are covered under the subject areas 'knowledge'.

| | |
|---------------------|---|
| Accomplished | Displaying behaviour for learning, relating to others, and completing work in a professional way. |
| Reflective | Accurately judging the success of work and being able to find ways to improve performance. |
| Creative | Solving problems using a variety of alternative methods. |
| Independent | Having the skills and motivation to learn alone, including meeting deadlines for work. |
| Scientific | Being able to accurately collect, analyse and evaluate a range of evidence. |
| English | The ability to read, write and communicate effectively in English. |

There are six stages of attainment for these skills:

| | | |
|-----------------|----------|---|
| Engaging | A | The learner is making progress towards accessing the full secondary curriculum. |
| Novice | B | The learner appears new to the knowledge and skills that they need to learn and needs to make significant progress to embed their understanding. |
| | C | |
| Emerging | D | The learner is developing the knowledge and skills that they need to learn, making good progress but still needing to make more effort to embed their understanding. |
| | E | |
| | F | |
| Embedded | G | The learner has understood the knowledge and skills that they need to learn and is able to recall it after a period of time. They are on course to achieve a minimum of a score of '5' or 'B' in their GCSEs. |
| | H | |
| | I | |
| | J | |
| Expert | K | The learner has a high level of specialised knowledge and skill in this area. |
| | L | |
| Master | M | The learner has an exceptional command of the knowledge and skills in this area. They are on course to achieve a score of '9' in their GCSEs - beyond an 'A*'. |

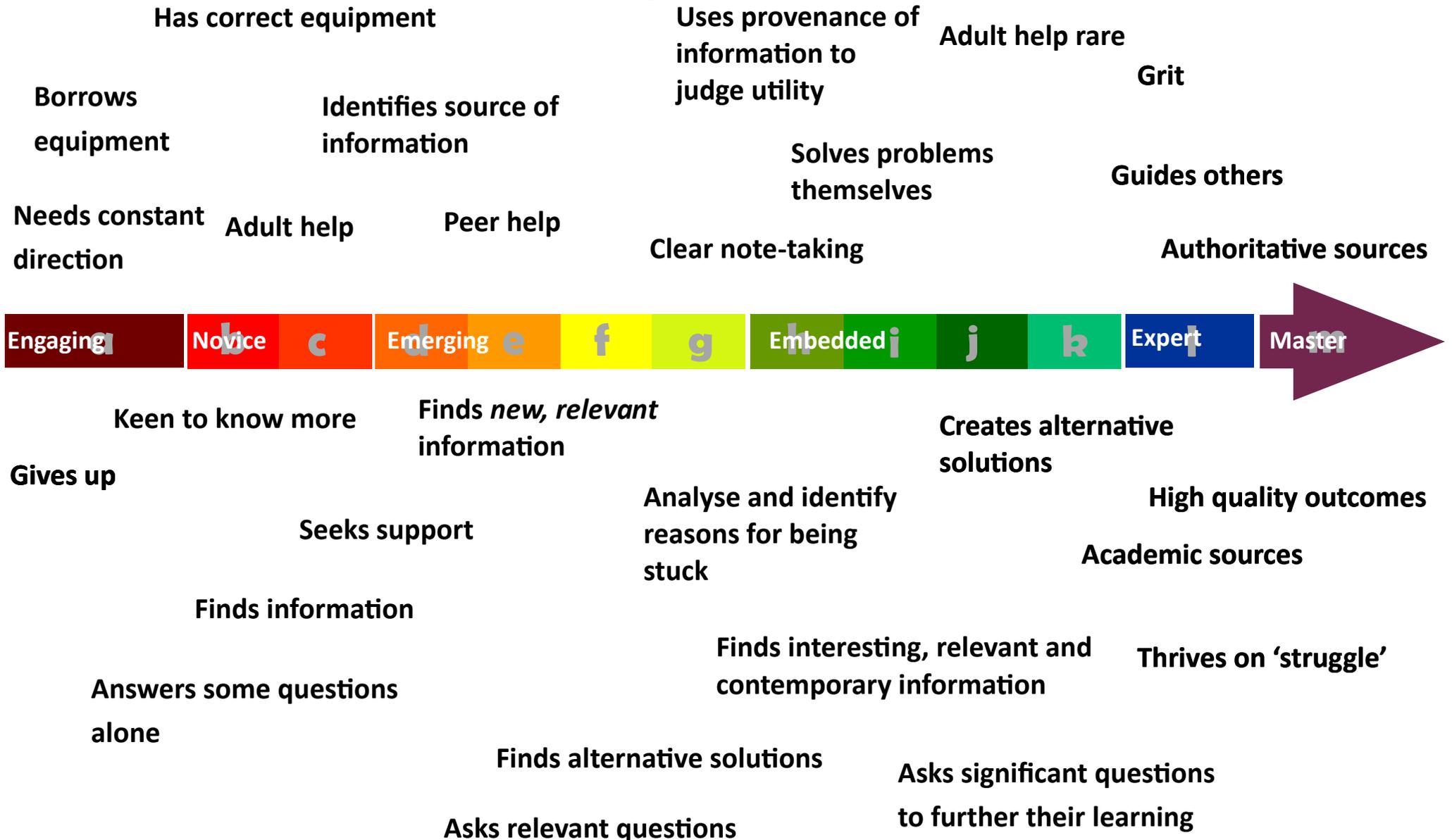
The stages of being a novice, emerging and embedded have been subdivided, so that progress towards the next stage can be monitored. If a learner is just entering that stage, the letter appears earlier in the alphabet. If the learner is almost ready to progress to the next stage, the letter appears later in the alphabet. The letters that relate to each stage are shown above.

Explanation of Effort & Homework grades for Year 11:

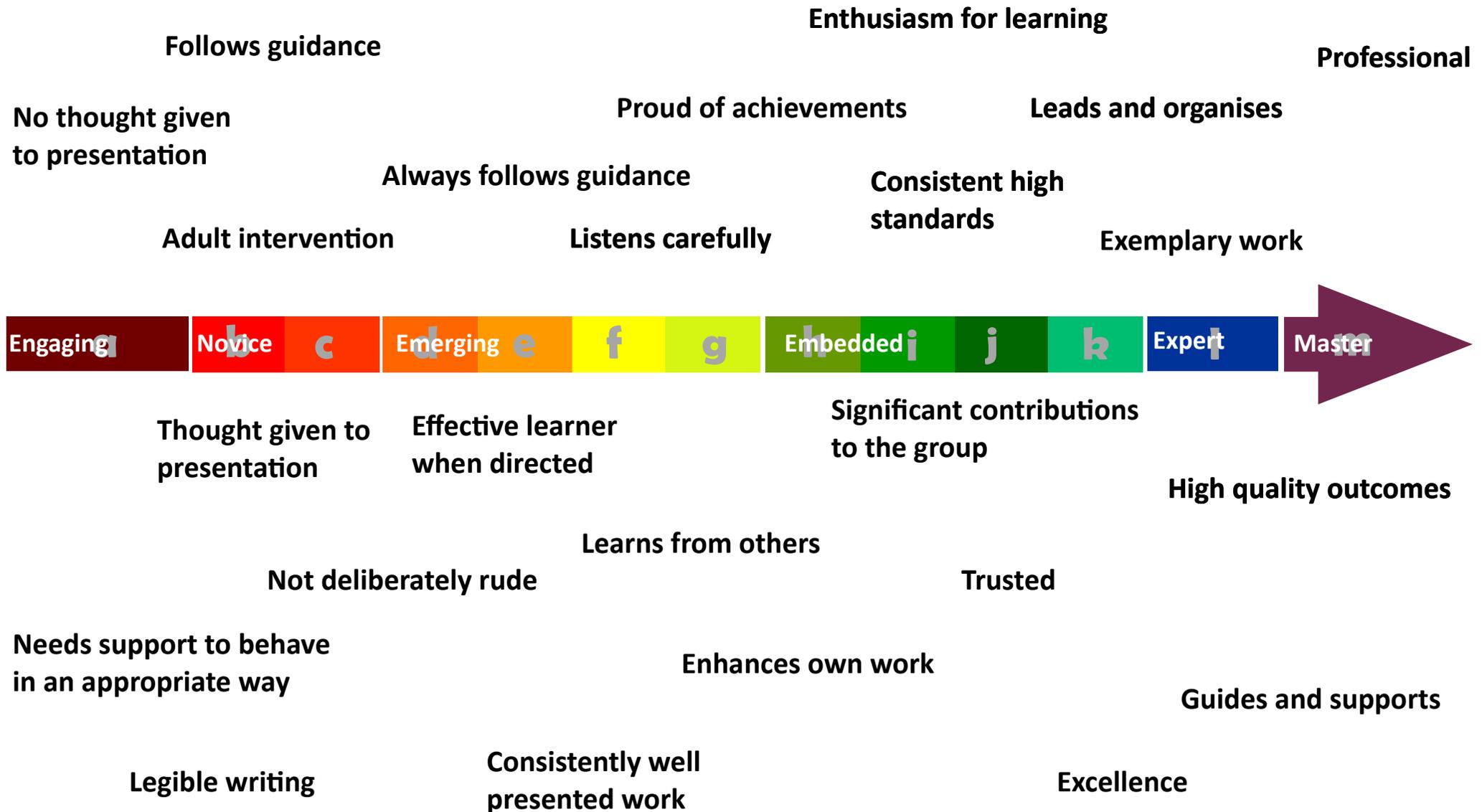
| | |
|--------------------------------|--|
| 1 = Outstanding | Demonstrated by meeting all and exceeding several of the good criteria. |
| 2 = Good | <p>Demonstrated by, for example:</p> <ul style="list-style-type: none"> • The pupil answers questions and develops their answer when encouraged; • The pupil takes an active part in group work and discussions; • The pupil maintains a high standard in their work and behaviour, being on task for the majority of the lesson; • The pupil attempts to complete extension work; • The pupil responds to marking, successfully engaging in DIRT to improve their learning; • The pupil completes all homework to the required standard; • The pupil is always prepared for learning (i.e. has the right equipment). |
| 3 = Not yet good enough | Effort or homework requires improvement as they are not yet good enough. The pupil fails to consistently meet a number of the criteria above. |
| 4 = Cause for concern | <ul style="list-style-type: none"> • Homework is not handed in or is consistently of a poor quality; • Behaviour in class is detrimental to the pupil's learning and to the learning of other pupils; • The pupil is frequently not prepared for learning; • The pupil fails to produce work of a good quality and is not making sufficient progress in their learning. |

Independent

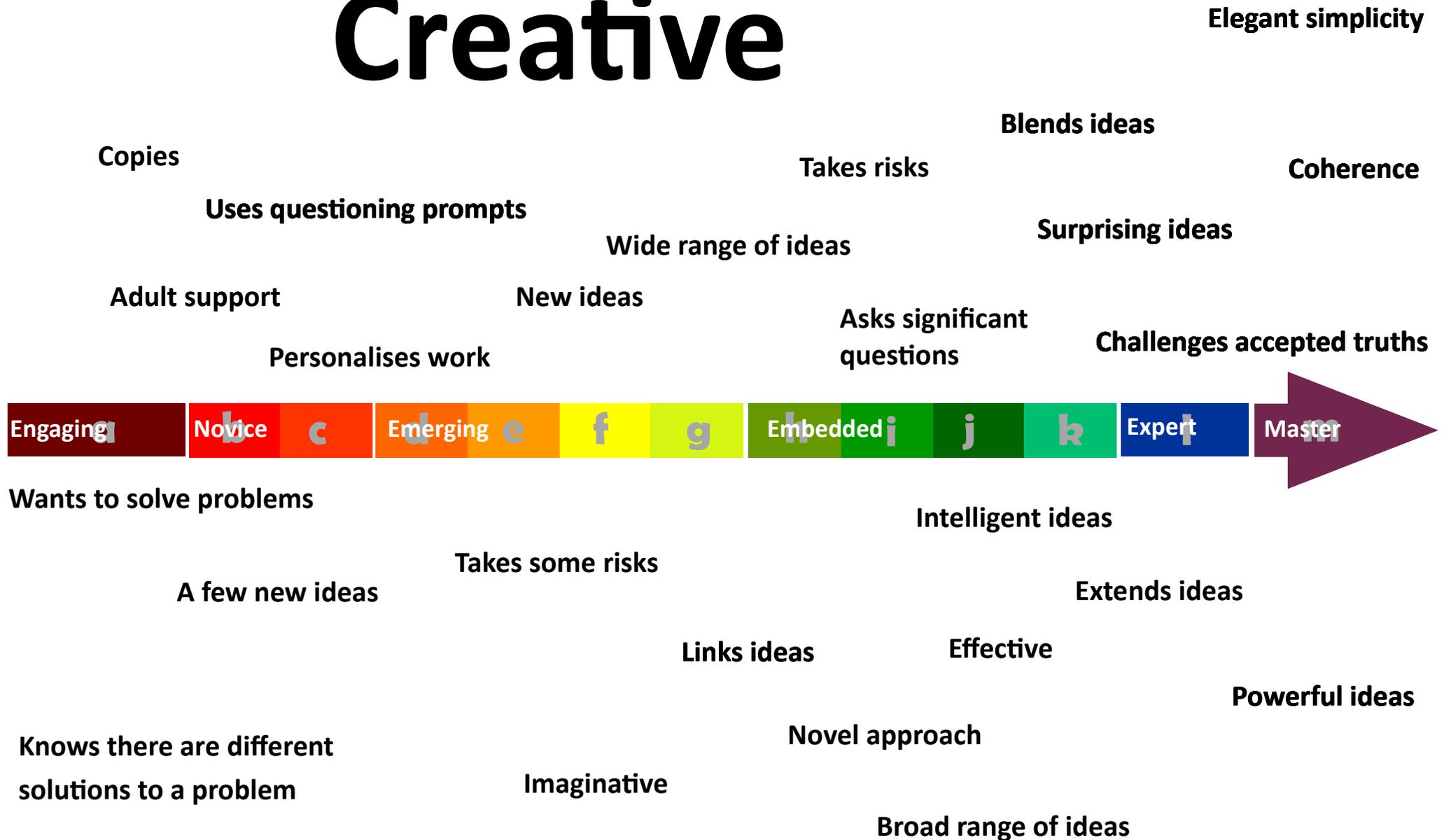
Highly creative and effective solutions



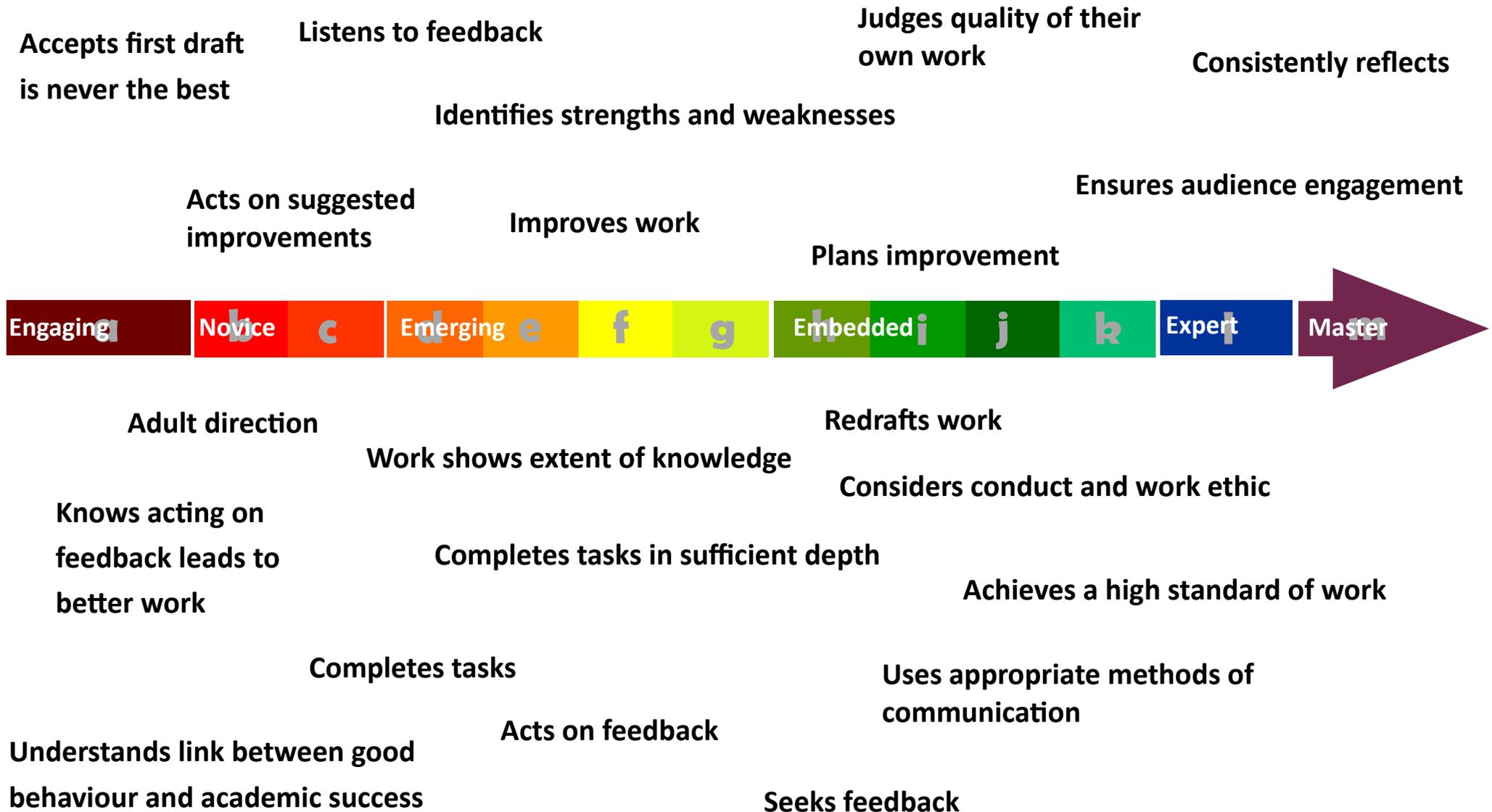
Accomplished



Creative



Reflective



Scientific

Knows you need to collect evidence to prove a point

New scientific models and hypotheses

Records accurate observations

Links scientific models

Simple plans for experiments

Uses scientific concepts

Applies scientific concepts to new phenomenon

Multiple hypotheses

Data is collected safely

Range of observations and measures used

Identifies trends and patterns



Follows lab safety rules

Presents findings

Suggests improvements in procedure

Considers conduct and work ethic

States facts based on evidence

Comments on accuracy

Constructs balanced arguments

Precision

Comments on experimental procedures

Constructs arguments

Questions sufficiency and validity of evidence

English

